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Variation Across Racial/Ethnic Groups in Effects of Racial Incidents on Satisfaction with Military Service

by

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Abstract

This study compares the effects of racial incidents on reported levels of satisfaction with military service across racial/ethnic groups by analyzing responses to the *Armed Forces Equal Opportunity Survey* (AFEOS). Racial incidents generally have less of an impact on satisfaction of Whites than for any of the other racial/ethnic groups. Incidents perceived to affect promotion opportunities and/or obtaining career enhancing assignments have the largest effects for all groups. The potentially negative influences of incidents are moderated significantly if individuals are satisfied with the investigative procedures. Unease in dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group also impacts the equal opportunity climate negatively for most groups. The effects of cultural awareness and related types of training vary across groups, suggesting possible value in exploring the feasibility of developing a set of culture-specific training modules that complement existing approaches. Working in an environment with a high proportion of minority workers is generally associated with lower levels of satisfaction or has no significant association, except for Asian Americans. Confidence in a supervisor's fairness and commitment to creating a positive EO climate has a major positive influence on satisfaction.

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The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military Services, or the Department of Defense.

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Introduction

This analysis compares the effect of racial incidents on reported levels of satisfaction with military service across racial/ethnic groups using data from the *Armed Forces Equal Opportunity Survey* (AFEOS) (Scarville et al., 1999). Approximately 67% of respondents reported experiencing a DoD-related incident within the last 12 months, while 65% experienced an incident in the local community. In addition, 23% reported that family members other than themselves had experienced some type of incident (Scarville, et al., 1999; p. 41).

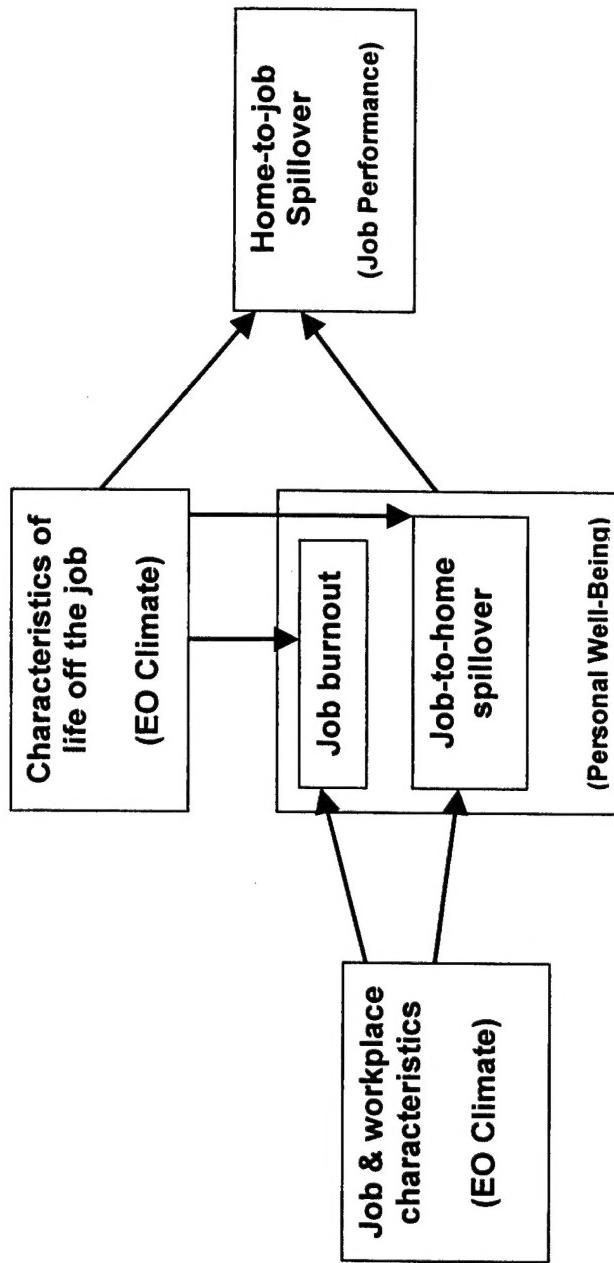
In this study, data from the AFEOS are analyzed using a framework developed in Stewart (2000b). Five dimensions of satisfaction are explored: overall job satisfaction (JOBSAT), satisfaction with type of work (SATWORK), satisfaction with opportunities for promotion (SATPROM), satisfaction with relationships with co-workers (SATCOWORK), and satisfaction with opportunities to get assignments necessary to be competitive for promotions (GETASSIGN). The effects of three different types of incidents on these satisfaction dimensions are examined: (1) Incidents involving only Department of Defense (DoD) military or civilian personnel experienced by the service member; (2) Incidents involving civilian personnel experienced by the service member; and (3) Family incidents involving either DoD or civilian personnel.

The background of the present study and previous studies are summarized in the next section along with an elaboration of the issues of concern to this investigation. The methodology is described in the third section, followed by the presentation and discussion of results in the fourth section. The implications of the findings are explored in the concluding section.

Previous Research and Issues Identification

The AFEOS summary report contains a wealth of detailed information about incidents, including members' perceptions of the efficacy of official actions taken in response to victims' complaints (e.g. satisfaction with the outcome of a complaint, actions taken in response to a complaint) (Scarville et. al, 1999). The detailed nature of this database allows in-depth examination of the association between experiencing racial incidents and satisfaction with military life. Because information about both military-related and other types of incidents is included, it is possible to examine the spillover between "non-job related" incidents and job satisfaction (see Figure 1).

FIGURE 1
Model Explaining EO Home-to-Job Spillover



Stewart (2000a,b) reports that experiencing racial incidents has a negative effect on several dimensions of job satisfaction. The effects are moderated, however, if victims are satisfied with reporting and investigative processes. As would be expected, some types of incidents have stronger effects on job satisfaction than others. Specifically, incidents perceived to affect promotion opportunities and/or the ability to obtain career-enhancing assignments have the largest impact. Offensive encounters involving DoD personnel and incidents involving family members also have significant adverse effects on job satisfaction (Stewart, (2000b)). A set of dummy variables is used to examine the extent to which satisfaction levels varied across racial/ethnic groups. The findings are summarized below in Table 1 and indicate no discernible pattern manifested across the measures, although Whites tended to have lower satisfaction levels on most indicators.

Table 1
Satisfaction Rankings for Racial/Ethnic Groups

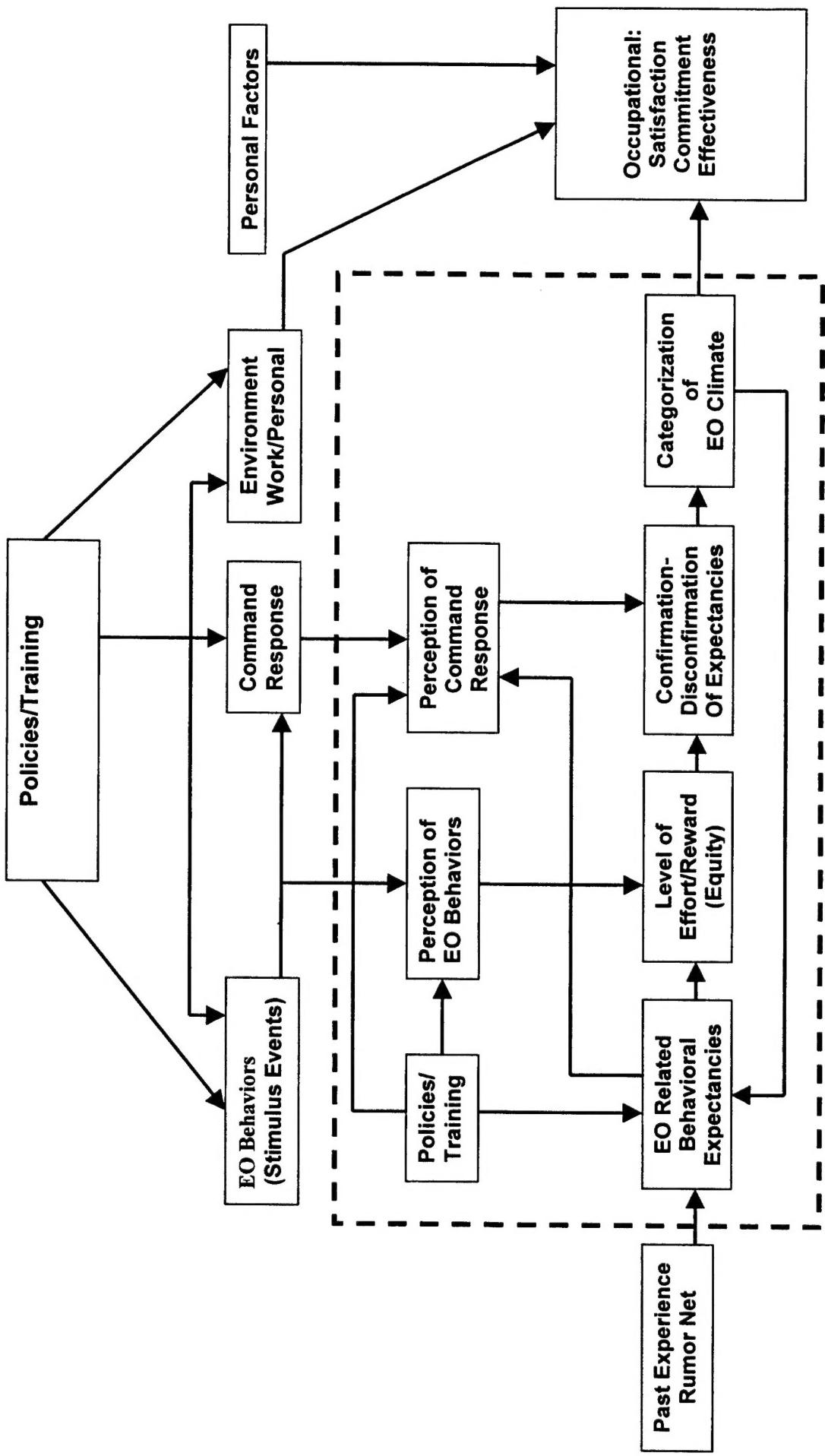
SATISFACTION MEASURES

Race/Ethnic Group	JOBSAT	WORKSAT	SATPROM	SATCOWORK	GETASSSIGN
Asian Americans	5	5	2	1	2
Black Americans	2	3	4	5	4
Hispanic Americans	1	1	3	3	3
Native Americans	3	4	1	2	1
White Americans	4	2	5	4	5

Source: Based on results presented in Table 1, Stewart (2000b).

The specific framework of analysis used in Stewart (2000 a,b) emphasizes the role of policies and training in shaping the EO climate (see Figure 2). It is a modification of the framework developed by Dansby and Landis (1991). It incorporates both the “macro” policy/training context established by DoD and service-specific policies, procedures, and programs, and “micro” policy/training experiences of individuals. The macro effect is assumed to condition the probability of negative EO behaviors, the nature of command responses to those events, and various characteristics of the environment in which personnel interact, including protocols governing work organization. This macro context includes the organizational vision, procedures for reporting inappropriate behavior, monitoring mechanisms, guidelines regarding the frequency and content of EO training, and other policy/training components. The micro effect refers to policies and training actually received by an individual and the effects of this training on individual behavior, expectations, and perceptions.

FIGURE 2
FRAMEWORK FOR EXAMINING EFFECTS OF RACIAL INCIDENTS ON JOB SATISFACTION



Policies and training may be perceived and experienced differently by members of different racial/ethnic groups. Such inter-group variation could result from differences in collective experiences, cultural differences in tolerance for racial/ethnic incidents, and in the scope of socially-conditioned responses to racial/ethnic incidents. Inter-group differences are also possible with respect to perceptions of the sincerity and/or efficacy of administrative responses to racial incidents.

Stewart's (2000b) previous investigation did not examine the possibility of the type of inter-group variation described above. This investigation explores this issue by analyzing data separately for each racial/ethnic group and comparing the results to determine if there are differences in the sets of variables with greater explanatory power. The methodology is described in detail below.

Methodology and Data

The methodology employed in this study involves analysis of the data using a reduced form model that incorporates the essence of the framework depicted in Figure 2. An empirical model that fully captures the structure depicted in Figure 2 would require complicated simultaneous estimation techniques that are beyond the scope of the present inquiry. The general empirical model used in this investigation is a single-equation model with the following general form:

- (1) Satisfaction = f(Incident Experience; Administrative Commitment/Response Evaluation; Intercultural Knowledge and Training; Occupational Support; Organizational Characteristics; Demographic Characteristics and Personal Relationships)

As noted previously, five measures of satisfaction are examined: JOBSAT, WORKSAT, SATPROM, SATCOWORK, AND GETASSIGN. The definitions of each dependent and independent variable are provided in the Appendix.

The Incident Experience parameter in Equation 1 encompasses the EO Behaviors/Stimulus Events construct in Figure 2. It is operationalized by a set of variables indicating whether a respondent and/or family members have experienced a racial incident within the last 12 months and what type of incident. OFFDOD indicates if a respondent experienced an offensive encounter involving DoD personnel. THRTDOD specifies if an individual reported experiencing a race-related incident involving threats, vandalism, or assault. JOBOFF is an indicator of whether the respondent experienced a racial or ethnic incident related to assignments/career, evaluation, punishment, or training/test scores. MEM-COM indicates if a respondent experienced an incident involving a civilian in the community around a military installation. MEM-FAM specifies if respondents and/or their families have experienced various types of incidents. Finally, the signs of all coefficients should be negative. The coefficient of JOBOFF should be larger than any of the others in the analyses of the job satisfaction measures because the negative behaviors are directly related. Similarly, the coefficients of

JOBOFF and THRTDOD should be larger than those of MEM-COM and MEM-FAM because they are directly duty related rather than being associated primarily with a respondent's personal life. Bond, Galinsky, & Swanberg (1997) report that life off the job is a much less powerful predictor of home-to-job spillover than factors associated with the job, *per se*. INCLASTYR is an indicator of whether the respondent identified a particularly bothersome incident that occurred during the 12 preceding months and should have a negative coefficient. Stewart (2000b) finds that the coefficients of JOBOFF are negative and are generally larger than those of the other incident measures. The largest effects are in the SATPROM and GETASSIGN regressions. Although the effect is not as large, OFFDOD and MEM-FAM also have sizable negative coefficients in all regressions. The results for the other incident indicators are more mixed, but in some cases the size of negative coefficients is also quite large. The coefficients of INCLASTYR are smaller than found in Stewart (2000a), reflecting the effects of disaggregating events by type. REPMSTBTH is an indicator of whether a respondent who experienced a particularly troublesome incident within the last 12 months reported it to either military or civilian authorities. This variable allows an assessment of differences between the effects of incidents mediated through the command structure and those not involving formal interventions. It is anticipated that the sign of the coefficient will be negative because it is hypothesized that the likelihood of reporting more severe incidents is greater than for less severe incidents.

The Administrative Commitment/Response Evaluation parameter in Equation 1 is the respondent's evaluation of the Command Response construct in Figure 2. The principal concern is respondents' degree of satisfaction with the handling of volatile incidents and perceptions of the quality of day-to-day management of the EO climate. Two variables are included to examine the effect of incident handling on satisfaction. SATPROCESS is an indicator of the degree to which a respondent who experienced a particularly troublesome racial/ethnic incident within the last 12 months and reported it was satisfied with the various processes associated with the investigation. SATOUTCOME is a parallel indicator of the extent to which the respondent was satisfied with the outcome of the process. These variables provide an evaluation of the perceived quality of the command response. Both coefficients should have positive signs. Stewart (2000a,b) finds that reporting an incident to either military or civilian authorities is associated with lower levels of satisfaction in all regressions. The signs of all coefficients of SATPROCESS are positive, and have reasonably large beta values. This finding suggests that investigative processes are reasonably well structured. However, the results are mixed for SATOUTCOME (Stewart 2000a,b). Thus, satisfaction with the outcomes of an investigation does not translate directly into enhanced levels of satisfaction. There appear to be effects associated with experiencing a particularly bothersome incident that are not resolved through the command response, *per se*.

The commitment component of the Administrative Response/Commitment parameter is indicated by two variables measuring respondent's perception of whether her/his supervisor is making honest and reasonable efforts to stop racial/ethnic harassment and discrimination. SUPGOODEFF indicates if a respondent stated that her/his supervisor is making such an effort. SUPEFFDK indicates if a respondent stated

that she/he was not sure if her/his supervisor was making such an effort. In both cases, the effect is compared to cases where respondents indicate that their supervisors are not making honest and reasonable efforts to stop racial harassment and discrimination. These variables provide an indication of how supervisors moderate the mundane stress related to potential racial conflict experienced by individuals. The sign of SUPGOODEFF should be positive and the sign of SUPEFFDK is indeterminate. Stewart (2000b) finds all of the coefficients of both variables are positive.

The Intercultural Knowledge and Training Parameter in Equation 1 seeks to capture two dimensions of the potential effect of training on perceived satisfaction levels – outcomes of previous training received and recent participation in training activities. The first dimension is proxied by self-reported indicators of facility in cross-cultural interaction. COMPETENT is the extent to which the respondent reported feeling competent interacting with persons belonging to different racial groups. KNOWRACISM is the extent to which respondent reported knowing and understanding racist words, symbols, and actions. There are two possible effects associated with these factors. First, greater knowledge should increase the personal comfort level and increase satisfaction. On the other hand, greater knowledge may heighten sensitivity to negative dimensions of the work environment and lead to less satisfaction. The relative strength of these two effects cannot be predicted a priori. The same is true for the various measures of recent training received. The indicators of recent training received are CULTAWTR, an indicator of whether the respondent reported having received cross-cultural awareness training during the last year, and RACETHTR, an indicator of whether the respondent reported having training on race/ethnic topics during the last year. These are the measures of the micro-training experiences of individuals. We are also interested in secondary effects, i.e. interactions among various influences and several interactive variables are included to measure these effects, i.e. COMPAWARE, KNOWAWARE, KNOWRCETHTR, AWARFRND, and RCETHFRND. The signs of the coefficients of the interactive variables cannot be predicted for the same reasons as cited for the inability to predict the direct effects of training. Stewart (2000b) reports mixed results for the COMPETENT and KNOWRACISM variables. Curiously, higher perceived levels of cross-cultural competence and knowledge of racist words and symbols were more likely to be associated with lower rather than higher levels of satisfaction. Participation in either cultural awareness training (CULTAWTR) or training addressing racial/ethnic issues (RACETHTR) was also generally associated with lower rather than higher levels of satisfaction. Multi-collinear problems may have accounted, in part, for these findings. Stewart (2000b) also reports that cultural awareness training coupled with either higher levels of either perceived cross-cultural competence (COMPAWARE) or knowledge of racist language and symbols (KNOWAWARE) is associated with higher levels of reported satisfaction. The reverse is generally true for racial/ethnic training in combination with either higher levels of perceived cross-cultural competence (COMPRCETHTR) or knowledge of racist language and symbols (KNOWRCETHTR). The effect of having a close friend in combination with training is mixed for both cultural awareness training (AWARFRND) and race/ethnic training (RCETHFRND). In general, cultural awareness training, both independently and in combination with other influences,

has a stronger influence on satisfaction than general training about race/ethnic issues. Again, probably multi-collinear problems render these findings somewhat suspect.

The remaining components of the model serve primarily as controls to filter out other potential influences on satisfaction related to organizational structure, personal characteristics, etc. Three sets of variables are used to capture specific types of influences of the work environment on perceived satisfaction. The first set focuses specifically on support provided to accomplish tasks. SKILLS measures a respondent's perception of the extent to which her/his work makes use of her/his skills. JOBINFO measures the extent to which a respondent perceives that the information necessary to do her/his job is provided. UNDERSTAND is a measure of the respondent's perception of extent to which her/his supervisor tells the respondent when the supervisor does not understand what the respondent says. The coefficients of all three of these variables should be positive, i.e., greater comfort with one's skills, information provided about the job, and support from one's supervisor should all increase satisfaction. Stewart (2000b) finds in most cases the beta values for SKILLS and JOBINFO are significantly larger than those of any of the other variables. The beta values for UNDERSTAND are not as large, but are sizable for the job related measures. All coefficients of SKILLS, JOBINFO, and UNDERSTAND have the predicted positive signs.

The second set of organizational control variables consists of dummy variables for each service except the Army, which serves as the reference group (NAVY, MARINES, AIRFORCE, CGUARD). These dummy variables are proxies for Service-specific cultural protocols and approaches to duty performance. In addition, these variables are indicators of Service-specific EO climate characteristics. Stewart (2000b) reports that Navy personnel are generally less satisfied than the Army reference group. Marine Corps respondents express the highest levels of satisfaction, except in the SATCOWORK regression where Army members (the reference group) express the highest level of satisfaction.

The third set of work environment indicators focuses on the selected demographic characteristics of respondents' work unit. SUPSMRCE is included to indicate whether the respondent and her/his supervisor belong to the same racial/ethnic group. OWNRRACE is an indicator of whether the respondent works in a setting where there are few workers belonging to her/his racial/ethnic group. MINWORKERS is a similar indicator of whether the respondent's work environment is one in which there are few co-workers who belong to different racial/ethnic minority groups. The prediction of the signs of the coefficients of these variables is not straightforward. At one level, being a distinct minority in the work setting could well increase the level of discomfort. Results reported in Stewart (2000b) indicate that workplace demographics and the comparability of the racial classifications of respondents and supervisors have small effects on expressed levels of satisfaction. In most of the estimations, respondents express less satisfaction if they work in settings where racial/ethnic minorities were uncommon. There is no consistent pattern for the coefficients of OWNRRACE and SUPSMRCE and the beta values are small.

The demographic characteristics and personal relationships parameter includes various personal attributes that may effect satisfaction levels and indicators of inter-cultural contacts. Given the fact that the military remains very much a male culture, it is important to control for gender. A dummy variable FEMALE is included with the expectation that the sign of its coefficient will be negative. Stewart (2000b) finds women are less satisfied with the job overall and with the type of work they do. There are also dummy variables indicating marital status (MARRIED) and if partners in a marriage belong to different racial/ethnic groups (INTERRACE). Stewart (2000b) reports married respondents are slightly more positive than unmarried counterparts in the analysis of JOBSAT and WORKSAT, but marital status does not account for a major portion of the overall variation. Respondents in interracial marriages express lower levels of satisfaction but, again, the overall proportion of the total variation explained is small. There are also indicators of educational attainment (SOMECL, COLDEG [individuals with no college education constitute the reference group]), rank/paygrade (PAYGRAD2, PAYGRAD3, PAYGRAD4 [persons whose rank correspond to paygrade 1 constitute the reference group]), and years of service (YEARS). To the extent that individuals with advanced degrees feel less challenged by the highly structured military culture they will express less satisfaction than less-educated counterparts, with the expectation that the coefficients of SOMECL and COLDEG will be negative. Rank structure reflects success in obtaining promotions and pay increases thus, it is reasonable to expect that the coefficients of PAYGRAD2, PAYGRAD3, and PAYGRAD4 will be positive and increase in magnitude with the coefficient of PAYGRAD2 being the smallest. Although there are competing dynamics affecting the influence of length of service on satisfaction, the coefficient should be biased toward being positive because the most dissatisfied persons will have already left the military. The results in Stewart (2000b) indicate respondents who had completed some college or had a college degree express lower levels of satisfaction on most measures, with the latter group generally expressing greater dissatisfaction. However, both groups are more likely than high school graduates to express confidence that they would get the assignments necessary to be competitive for promotion and college graduates are more satisfied with their relationships with co-workers than either of the other two groups. Individuals in higher paygrades generally express greater satisfaction than the reference group, and generally the degree of satisfaction increased with paygrade. The influence of PAYGRADE is relatively large compared to the other factors. The influence of years of service is mixed.

The personal relations component of the parameter incorporates indicators characterizing friendships and perceptions of pressures to socialize only with members of a respondent's own racial/ethnic group. CLOSEFRIEND is an indicator of whether the respondent reported having a close friend who is a member of another racial group. One effect of having a close friend belonging to another racial/ethnic group may be to reduce unease at working in a multi-racial setting. At the same time, such familiarity might also heighten sensitivity to negative aspects of the work environment emanating from racial tensions. Consequently, the sign of the coefficient cannot be predicted a priori. UNEASE is the extent to which the respondent reported being uneasy around persons belonging to different racial groups and PRESSURE is the extent to which the respondent reported feeling pressure not to socialize with members of other racial groups. The signs

of both coefficients should be negative, i.e., the degree of satisfaction with the work environment will be reduced in both cases. Stewart (2000b) indicates having a close friend who is a member of another racial/ethnic group is actually associated with lower overall job satisfaction. Another paradox is that the coefficients for UNEASE have positive signs in the SATPROM and GETASSIGN regressions. All coefficients of PRESSURE are negative, as expected.

Weighted multiple regression analysis is used to examine the influences of the various independent variables on each of the dependent variables. The data were pre-weighted by Defense Manpower Data Center (DMDC) to mirror service demographics. As noted previously, separate estimations are performed for each racial/ethnic group. Each analysis is structured such that unmarried White males in paygrades E1- E3, with a high school education or less constitute the reference group.

Results

Tables 2-A through 2-E contain the results of the analyses for Whites, Blacks, Hispanics, Asian Americans, and Native Americans, respectively. The principal foci of the comparisons are the Incident Experience, Administrative Response/Commitment Evaluation, and Intercultural Knowledge and Training parameters in Equation 1.

A. Incidence Experience

Overall, racial incidents tend to have the largest effects on overall job satisfaction (JOBSAT), satisfaction with co-workers (SATCOWORK), and satisfaction with opportunities to get assignments (GETASSIGN). As reported in Stewart (2000b), incidents that are perceived to affect promotion opportunities and/or obtaining career enhancing assignments have the greatest negative effect. The most significant pattern that emerges from the inspection of Tables 2-A through 2-E is that racial incidents generally have less of an impact on satisfaction of Whites than for any of the other racial/ethnic groups. In the analysis of JOBSAT, the coefficients of OFFDOD and INCLASTYR are significant in all cases except for Whites. The beta values for those coefficients with statistically significant coefficients are much smaller in the regression examining responses of Whites than in those examining responses of other groups. In the analysis of SATCOWORK, the satisfaction levels expressed by Hispanics appear to be particularly sensitive to job-related incidents as indicated by the beta value of JOBOFF and the insignificance of several of the other incident measures. Surprisingly, the coefficient of JOBOFF for Native Americans is positive. Positive signs for REPMSBTH were also positive in the analyses of Native American and Asian responses. In the analysis of GETASSIGN the most significant effects occur, as would be expected, for job related incidents. In most cases, incidents involving service members' families have negative effects on perceived satisfaction for most groups. The major exception is for Native Americans. As might be anticipated, incidents unrelated to DoD have a less consistent pattern of effects on satisfaction for all racial/ethnic groups.

TABLE 2-A
Regression Results - Whites

Variable	JOBSAT				WORKSAT				SATPROM				SATCOWORK				GETASSIGN			
	Coef.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta		
Incident Experience																				
JOBOFF	-.085	.005	-.020	.054	.005	.012	-.506	.006	-.102	.004	.004	-.127	.004	-.039	-.247	.005	-.058			
OFFDOD	--	--	--	-.043	.003	-.018	.015	.004	-.006	-.025	.002	-.014	-.027	.003	-.012					
THRTDOD	.011	.004	.003	.079	.005	.017	-.077	.006	-.016	-.139	.004	-.043	-.206	.005	-.049					
MEM-FAM	-.122	.003	-.043	-.053	.004	-.017	-.130	.005	-.039	-.043	.003	-.020	-.133	.004	-.046					
MEM-COM	-.013	.003	-.006	--	--	--	-.076	.004	-.028	.029	.002	.016	-.012	.003	-.005					
INCLASTYR	--	--	--	.093	.005	.020	-.025	.007	-.005	.034	.004	.010	.012	.006	.003					
REPMSTBTH	-.099	.005	-.023	-.119	.005	-.026	-.013	.006	-.003	-.080	.004	-.024	-.066	.006	-.015					
Administrative Response/Commitment																				
SATPROCESS	.463	.014	.046	.344	.015	.032	.419	.019	.036	-.090	.012	.012	.612	.016	.061					
SATOUTCOME	-.195	.014	-.019	-.083	.015	-.008	-.193	.019	-.017	.110	.012	.014	--	--	--					
SUPGOODEFF	.217	.004	.084	.103	.004	.037	.219	.005	.073	.291	.003	.148	.190	.005	.073					
SUPEFFDK	.104	.005	.033	.035	.005	.010	-.050	.006	-.014	.151	.004	.064	.038	.005	.012					
Intercultural Knowledge and Training																				
COMPETENT	.040	.003	.045	.072	.003	.075	.020	.004	.020	.038	.003	.056	-.031	.003	-.035					
KNOWRACISM	--	--	--	-.010	.002	-.010	.052	.003	.047	.026	.002	.036	-.023	.002	-.024					
CULTAWTR	.024	.011	.011	-.030	.012	-.013	--	--	--	-.023	.010	-.014	.110	.013	.049					
RACETHIR	-.081	.012	-.030	-.043	.014	-.015	.214	.017	.067	.115	.011	.055	-.119	.014	-.043					
COMPAAWARE	-.013	.002	-.033	-.033	.002	-.080	--	--	--	.012	.002	.040	.021	.002	.056					
KNOWAWARE	.015	.002	.026	.025	.002	.042	.018	.003	.027	--	--	--	--	--	--					
COMPREETHIR	-.020	.002	-.035	-.019	.003	-.030	--	--	--	-.031	.002	.072	-.018	.003	-.032					
KNOWRCETHIR	-.005	.002	-.008	--	--	--	-.056	.003	-.075	-.014	.002	-.028	-.037	.003	-.058					
AWARFRND	.038	.006	.017	.113	.007	.048	--	--	--	.024	.005	.014	-.115	.007	-.052					
RCETHFRND	.222	.007	.095	.103	.008	.041	.020	.010	.007	.044	.006	.025	.035	.008	.015					
Occupational Support																				
SKILLS	.381	.001	.391	.489	.001	.468	.136	.001	.120	.066	.001	.089	.121	.001	.123					
JOBINFO	.247	.001	.214	.178	.001	.145	.224	.002	.167	.155	.001	.177	.228	.002	.197					
UNDERSTAND	.041	.001	.049	.006	.001	.007	.050	.001	.051	.054	.001	.084	.067	.001	.078					

TABLE 2-A (cont)
Regression Results - Whites

Variable	JOBSAT				WORKSAT				SATPROM				SATCOWORK				GETASSIGN			
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta		
Organization																				
NAVY	-.042	.003	-.017	.014	.003	.005	-.048	.004	-.017	-.047	.002	-.025	.165	.003	.066					
MARINES	.119	.004	.033	.103	.004	.027	.146	.005	.035	.007	.003	.003	.216	.004	.060					
AIRFORCE	.048	.003	.020	.078	.003	.030	.126	.004	.045	-.009	.002	-.005	-.173	.003	-.071					
CGUARD	.032	.007	.005	--	--	--	-.051	.009	-.007	-.005	.006	-.010	.177	.007	.026					
Unit																				
Demographics																				
SUPSMRCE	-.007	.003	-.003	.025	.003	.009	-.008	.003	-.003	-.005	.002	-.003	.027	.003	.010					
OWNRACE	.069	.005	.013	.023	.006	.004	-.110	.007	-.018	-.198	.005	-.048	-.015	.006	-.003					
MINWORKERS	--	--	--	.010	.002	.005	-.065	.003	-.027	-.077	.002	-.050	-.093	.002	-.046					
Personal Relationships																				
CLOSEFRND	-.140	.006	-.049	--	--	--	--	--	--	--	.107	.005	.049	.057	.006	.020				
UNEASE	-.086	.002	-.058	.068	.002	-.043	.053	.002	.031	-.054	.001	-.048	.009	.002	.006					
PRESSURE	--	--	--	.010	.002	.005	-.065	.003	-.027	-.077	.002	-.050	-.093	.002	-.046					
Personal Characteristics																				
FEMALE	-.036	.003	-.010	-.059	.004	-.016	.074	.004	.018	-.059	.003	-.022	-.090	.004	-.026					
MARRIED	--	--	--	.039	.003	.016	-.078	.003	-.028	.016	.002	.009	-.054	.003	-.023					
INTERRACE	-.046	.004	-.011	-.033	.004	-.008	.087	.005	.019	.010	.003	.003	--	--	--					
SOMECOL	--	--	--	-.019	.003	-.008	--	--	-.045	.002	-.029	.074	.003	.033						
COLDEG	-.047	.005	-.019	-.069	.005	-.026	-.037	.006	-.013	.028	.004	.015	.114	.005	.045					
PAYGRAD2	.098	.003	.044	.093	.004	.039	.286	.005	.111	.048	.003	.029	.160	.004	.072					
PAYGRAD3	.184	.005	.056	.188	.006	.053	.711	.007	.186	.072	.005	.029	.411	.006	.125					
PAYGRAD4	.148	.007	.040	.129	.007	.033	.730	.009	.171	.068	.006	.024	.306	.008	.083					
YEARS	.038	.002	.036	.032	.002	.028	-.197	.002	-.157	.032	.001	.039	-.037	.002	-.034					
CONSTANT	.900	.012	.962	.013		1.350	.016		2.553	.010		1.479	.014							
R ²	.389			.363				.195			.200		.215							
SE	.862			.943				1.155			.751		.984							
F	10209			9149				3882			4024		4384							

TABLE 2-B
Regression Results - Blacks

	JOBSAT				WORKSAT				SATPROM				SATCOWORK				GETASSIGN			
Variable	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta		
Incident Experience																				
JOBOFF	-.118	.006	-.048	-.044	.006	-.017	-.337	.008	-.116	-.091	.005	-.045	-.301	.007	-.121					
OFFDOD	-.038	.006	-.015	.047	.007	.017	-.158	.008	-.051	-.111	.006	-.052	-.125	.007	-.047					
THRTDOD	.094	.007	.028	.147	.008	.041	.086	.010	.022	-.083	.007	-.031	--	--	--	--	--	--		
MEM-FAM	-.021	.006	-.009	.015	.006	.006	-.014	.007	-.005	-.049	.005	-.026	--	--	--	--	--	--		
MEM-COM	-.051	.006	-.021	-.075	.006	-.029	-.025	.008	-.009	-.014	.005	-.007	-.064	.007	-.026					
INCLASTYR	-.142	.007	-.043	-.079	.008	-.023	-.218	.010	-.056	-.063	.007	-.023	-.094	.008	-.028					
REPMSTBTH	-.037	.008	-.012	-.039	.008	-.011	--	--	--	-.086	.007	-.033	-.124	.008	-.038					
Administrative Response/Commitment Evaluation																				
SATPROCESS	-.187	.023	-.025	-.282	.025	-.036	.118	.031	.013	.049	.021	.008	--	--	--	--	--	--		
SATOUTCOME	.205	.023	.028	.264	.025	.034	--	--	--	--	--	--	.088	.025	.012					
SUPGOODEFF	.140	.006	.062	.048	.007	.020	.308	.008	.114	.289	.006	.156	.163	.007	.070					
SUPEFFDK	-.031	.007	-.011	-.113	.008	-.039	-.139	.010	.043	.094	.006	.042	.041	.008	.014					
Intercultural Knowledge and Training																				
COMPETENT	.108	.005	-.142	-.074	.006	-.092	--	--	--	--	--	--	--	-.024	.006	-.031				
KNOWRACISM	-.017	.003	-.018	.009	.004	.009	-.010	.004	-.009	-.049	.003	-.067	-.014	.004	-.015					
CULTAWTR	-.331	.022	-.148	-.313	.024	-.133	-.109	.029	-.041	-.252	.020	-.139	-.048	.025	-.021					
RACETHTR	.101	.024	.041	.095	.025	.036	--	--	--	-.095	.021	-.048	.095	.027	.038					
COMP Aware	.062	.004	.166	.061	.004	.156	--	--	--	.007	.003	.022	.021	.004	.055					
KNOWAWARE	.042	.004	.077	.016	.005	.028	.063	.006	.097	.043	.004	.098	.050	.005	.090					
COMPRECTHTR	--	--	-.016	.004	-.028	.034	.005	.054	--	--	--	--	--	--	--	--	--	--		
KNOWRECTHTR	-.025	.005	-.044	-.044	.005	-.073	--	--	--	.054	.004	.117	-.029	.005	-.049					
AWARFRND	-.039	.015	-.017	.113	.016	.048	-.051	.020	-.019	.152	.013	.084	-.112	.017	-.049					
RCETHFRND	--	--	.054	.017	.022	-.074	.021	-.027	-.179	.014	.096	--	--	--	--	--	--	--		
Occupational Support																				
SKILLS	.330	.002	.351	.395	.002	.398	.125	.003	.112	.044	.002	.058	.100	.003	.105					
JOBINFO	.250	.003	.221	.203	.003	.169	.208	.004	.155	.002	.173	.179	.003	.155						
UNDERSTAND	.012	.002	.015	--	--	.046	.002	.048	.040	.002	.061	.039	.002	.047						

TABLE 2-B (cont.)
Regression Results - Blacks

TABLE 2-C
Regression Results - Hispanics

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
Incident Experience															
JOBOFF	-.126	.009	-.046	-.116	.010	-.040	-.410	.012	-.127	-.230	.008	-.103	-.362	.010	-.128
OFFDOD	-.141	.009	-.053	-.090	.010	-.032	-.103	.011	-.033	-.143	.008	-.066	-.211	.010	-.077
THRTDOD	-.072	.011	-.021	-.034	.012	-.010	--	--	--	-.035	.010	-.013	.110	.012	.032
MEM-FAM	-.025	.009	-.010	-.067	.009	-.026	.024	.011	.008	--	--	--	--	--	--
MEM-COM	.035	.008	.015	.088	.009	.035	-.078	.010	-.028	--	--	--	-.077	.009	-.032
INCLASTYR	-.100	.012	-.027	-.106	.013	-.027	-.141	.015	-.033	.035	.011	.012	-.048	.014	-.013
REPMSTBTH	-.177	.012	-.048	-.030	.014	-.008	-.204	.016	-.047	--	--	--	-.344	.014	-.090
Administrative Response/Commitment Evaluation															
SATPROCESS	.671	.032	.070	.399	.035	.040	.506	.041	.046	.434	.029	.057	.302	.036	.031
SATOUTCOME	-.146	.029	-.018	-.232	.031	-.027	-.222	.037	-.023	-.306	.026	-.046	.225	.033	.027
SUPGOODEFF	.129	.010	.056	--	--	--	.330	.012	.122	.105	.009	.056	.320	.011	.134
SUPERFFDK	-.042	.011	-.015	-.155	.012	-.052	-.133	.014	.040	-.081	.010	-.035	.141	.012	.049
Intercultural Knowledge and Training															
COMPETENT	.049	.007	.063	.071	.008	.085	.022	.009	.024	.020	.007	.031	.093	.008	.115
KNOWRACISM	--	--	--	-.051	.005	-.053	.019	.006	.018	-.031	.004	-.042	-.041	.005	-.044
CULTAWTR	.189	.033	.085	-.114	.036	-.048	-.090	.043	-.035	-.257	.031	-.142	.443	.038	.194
RACEHTHR	.068	.035	.028	.364	.038	.139	.241	.046	.083	.069	.032	.034	--	--	--
COMP Aware	-.025	.005	-.067	-.016	.006	-.040	--	--	--	.042	.005	.140	-.049	.006	-.128
KNOWAWARE	.074	.006	.133	.084	.007	.144	.074	.008	.114	.087	.006	.192	--	--	--
COMPRECTHTR	--	--	--	-.056	.006	-.099	-.025	.007	-.041	-.056	.005	-.130	-.048	.006	-.088
KNOWRCTHTR	-.071	.007	-.121	-.032	.007	-.052	-.078	.008	-.113	-.022	.006	-.046	--	--	--
AWARFRND	-.279	.025	-.126	-.142	.026	-.061	-.180	.033	-.070	-.187	.023	-.103	-.237	.029	-.104
RCETHFRND	.303	.026	.129	.075	.029	.030	-.260	.034	.094	.283	.024	.147	.212	.030	.087
Occupational Support															
SKILLS	.300	.003	.328	.409	.003	.420	.112	.004	.104	.097	.003	.129	.133	.003	.141
JOBINFO	.271	.004	.250	.172	.004	.150	.255	.005	.200	.148	.003	.167	.203	.004	.182
UNDERSTAND	-.009	.002	-.013	.010	.002	.013	.027	.003	.031	.037	.002	.061	.024	.002	.031

TABLE 2-C (cont.)
Regression Results - Hispanics

		JOBSAT				WORKSAT				SATPROM				SATCOWORK				GETASSIGN			
Variable	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta			
Organization																					
NAVY	.028	.008	.011	.088	.009	.033	-.125	.010	-.043	-.018	.007	-.009	.278	.009	.108						
MARINES	.059	.010	.019	.054	.011	.017	.076	.013	.021	-.023	.009	-.009	.293	.011	.092						
AIRFORCE	-.081	.009	-.029	--	--	--	--	--	--	.034	.008	.015	-.148	.010	-.052						
CGUARD	--	--	--	--	--	--	-.234	.028	-.026	-.046	.020	-.007	.073	.025	.009						
Unit																					
Demographics																					
SUPSMRCE	-.027	.010	-.007	-.168	.011	-.043	.150	.013	.035	-.170	.010	-.056	-.085	.012	-.022						
OWNRACE	.080	.007	.035	.053	.008	.022	-.049	.010	-.018	-.078	.007	-.042	.045	.008	.019						
MINWORKERS	--	--	--	--	--	--	-.033	.011	-.010	-.033	.008	-.014	--	--	--	--	--	--			
Personal Relationships																					
CLOSEFRND	--	--	.044	.022	.010	-.154	.026	-.032	.086	.018	.026	-.198	.023	-.046							
UNEASE	-.050	.004	-.040	-.043	.004	-.032	-.034	.005	-.023	-.030	.004	-.030	-.021	.004	-.016						
PRESSURE	--	--	--	--	--	--	.020	.006	.011	.014	.005	.010	--	--	--	--	--	--			
Personal Characteristics																					
FEMALE	.063	.010	.018	--	--	.089	.013	.022	-.061	.009	-.021	--	--	--	--	--	--	--	--		
MARRIED	.090	.008	.040	.117	.008	.049	--	--	--	--	--	--	--	--	--	--	--	--	--		
INTERRACE	-.056	.008	-.023	-.103	.009	-.039	-.047	.010	-.016	-.035	.007	-.018	-.058	.009	-.023						
SOMECOL	-.064	.007	-.029	-.020	.008	-.008	-.095	.009	-.037	-.070	.007	-.039	--	--	--						
COLDEG	-.264	.014	-.083	-.327	.015	-.097	-.083	.017	-.022	--	--	--	-.072	.015	-.022						
PAYGRAD2	.154	.010	.070	.112	.011	.048	.411	.013	.158	.153	.009	.084	.031	.011	.013						
PAYGRAD3	.394	.017	.089	.424	.019	.090	.688	.022	.133	.063	.016	.017	.308	.019	.068						
PAYGRAD4	.289	.024	.046	.362	.026	.054	.589	.030	.080	.095	.022	.019	.271	.027	.042						
YEARS	.009	.005	.008	.042	.005	.036	-.255	.006	-.194	--	--	--	-.049	.005	-.043						
CONSTANT	1.345	.033		1.500	.036		1.780	.043		2.984	.031		1.939	.038							
R ²	.367																				
SE	.879																				
F	1135			987																	

TABLE 2-D
Regression Results – Asian Americans

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
Incident Experience															
JOBOFF	-.237	.015	-.086	-.118	.015	-.042	-.411	.019	-.125	-.152	.014	-.067	-.276	.017	-.097
OFFDOD	-.086	.013	-.039	--	--	-.162	.017	-.061	-.143	.012	-.078	-.110	.015	-.048	
THRTDOD	-.033	.016	-.039	--	--	-.162	.017	-.061	-.143	.012	-.078	-.110	.015	-.048	
MEM-FAM	-.154	.014	-.064	-.048	.014	-.020	-.132	.018	-.046	-.074	.013	-.038	-.065	.016	-.026
MEM-COM	.082	.012	.038	--	--	--	--	--	--	.094	.011	.054	--	--	--
INCLASTYR	.103	.020	.027	.099	.021	.026	.078	.026	.017	-.063	.019	-.020	.045	.023	.011
REPMSTBTH	-.165	.022	-.043	-.053	.023	-.014	-.154	.029	-.034	.120	.020	.038	--	--	--
Administrative Response/Commitment															
SATPROCESS	.073	.057	.008	--	--	.423	.076	.040	.159	.054	.022	.230	.067	.025	
SATOUTCOME	.159	.054	.020	--	--	-.234	.071	-.024	-.304	.050	-.046	-.301	.062	-.036	
SUPGOODEFF	.137	.017	.064	--	--	.289	.022	.114	.275	.015	.157	.123	.019	.056	
SUPEFFDK	-.089	.017	-.037	-.103	.018	-.043	--	--	.091	.016	.046	--	--	--	--
Intercultural Knowledge and Training															
COMPETENT	.035	.012	.046	.111	.012	.145	-.034	.016	-.037	.109	.011	.175	-.030	.014	-.039
KNOWRACISM	-.049	.008	-.057	-.033	.009	-.038	--	--	--	.026	.008	.037	-.025	.010	-.028
CULTAWTR	-.130	.052	-.062	.517	.054	.244	-.173	.068	-.070	.373	.048	.218	-.613	.060	-.284
RACETHTR	.142	.058	.058	--	--	--	--	--	--	.125	.054	.062	.262	.067	.104
COMP Aware	--	--	--	-.036	.009	-.101	.041	.011	.096	-.026	.008	-.089	--	--	--
KNOWAWARE	.034	.009	.061	-.082	.010	-.145	--	--	--	-.041	.009	-.089	.044	.011	.077
COMPRCETHTR	-.039	.010	-.075	-.059	.010	-.111	-.038	.03	-.061	-.018	.009	-.041	-.036	.011	-.066
KNOWRCETHTR	.022	.011	.036	.096	.011	.159	--	--	--	.029	.010	.060	--	--	--
AWARFRND	.156	.041	.075	--	--	.201	.054	.081	-.154	.038	-.090	.575	.047	.269	
RCETHFRND	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Occupational Support															
SKILLS	.281	.005	.307	.356	.005	.383	.166	.007	.153	.026	.005	.035	.157	.006	.166
JOBINFO	.276	.006	.246	.200	.006	.176	.260	.008	.195	.197	.006	.214	.228	.007	.197
UNDERSTAND	-.018	.003	-.024	-.013	.004	-.017	-.011	.005	-.013	.029	.003	.048	.015	.004	.020

TABLE 2-D (cont.)
Regression Results – Asian Americans

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
Organization															
NAVY	.029	.013	.014	.047	.013	.022	-.084	.017	-.034	-.025	.012	-.015	.273	.015	.127
MARINES	--	--	--	-.052	.022	-.012	.096	.028	.019	--	--	--	.182	.025	.042
AIRFORCE	.093	.014	.038	.110	.014	.045	--	--	--	--	--	--	-.145	.016	-.058
CGUARD	--	--	--	--	--	--	-.249	.052	-.024	--	--	--	--	--	--
Unit															
Demographics															
SUPSMRCE	.516	.122	.019	.544	.128	.020	--	--	--	--	--	--	-.488	.142	-.018
OWNRACE	-.053	.011	-.025	-.083	.011	-.039	-.075	.014	-.032	-.025	.010	-.015	-.073	.013	-.034
MINWORKERS	.052	.012	.021	.078	.013	.031	--	--	--	.040	.011	.020	--	--	--
Personal Relationships															
CLOSEFRND	-.113	.034	-.029	.064	.036	.016	-.239	.045	-.052	.165	.032	.052	.282	.040	-.070
UNEASE	.018	.006	.016	.022	.006	.020	.036	.008	.027	-.059	.005	-.065	.018	.007	.016
PRESSURE	-.040	.007	-.030	--	--	--	-.056	.009	-.035	.032	.007	.029	--	--	--
Personal Characteristics															
FEMALE	-.042	.015	-.014	-.092	.015	-.031	-.165	.019	-.047	-.047	.014	-.020	-.192	.017	-.063
MARRIED	.101	.012	.048	.105	.013	.049	.056	.016	.022	.028	.012	.016	.135	.014	.062
INTERRACE	-.132	.014	-.051	--	--	--	-.083	.019	-.027	--	--	--	-.243	.017	-.091
SOMECOL	-.043	.012	-.021	--	--	--	-.108	.016	-.044	-.075	.011	-.044	--	--	--
COLDEG	-.035	.016	-.016	-.105	.017	-.045	-.185	.021	-.068	-.047	.015	-.025	-.058	.019	-.025
PAYGRAD2	--	--	--	--	--	--	.074	.020	.030	-.032	.014	-.019	-.103	.018	-.048
PAYGRAD3	.238	.020	.078	.310	.021	.100	.532	.026	.146	--	--	--	.186	.023	.059
PAYGRAD4	.135	.030	.027	.239	.032	.047	.335	.040	.057	--	--	--	.148	.035	.029
YEARS	.050	.007	.050	.051	.007	.049	-.085	.009	-.071	.040	.006	.048	-.017	.008	-.017
CONSTANT	1.034	.134	.656	.140			1.858	.176		2.483	.125		2.505	.155	
R ²	.384														
SE	.813														
F	442														

TABLE 2-E
Regression Results – Native Americans

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
Incident Experience															
JOBOFF	--	--	-.193	.029	.061	--	--	.136	.025	.057	-.168	.030	-.060		
OFFDOD	-.192	.028	-.064	-.095	.028	-.030	-.228	.034	-.071	-.377	.024	-.158	-.226	.029	-.081
THRTDOD	-.568	.033	-.169	-.174	.033	-.049	-.352	.040	-.098	-.183	.028	-.068	-.135	.034	-.043
MEM-FAM	.233	.032	.083	--	--	.072	.038	.024	.159	.026	.072	--	--	--	--
MEM-COM	.101	.025	.036	.169	.025	.057	--	--	.162	.021	.072	.121	.026	.046	
INCLASTYR	-.320	.038	-.093	--	--	-.349	.047	-.095	-.188	.032	-.069	--	--	--	--
REPMSTBTH	-.163	.039	-.040	--	--	--	--	--	.312	.033	.095	--	--	--	--
Administrative Response/Commitment															
SATPROCESS	.407	.161	.039	--	--	--	-.782	.198	-.070	-.744	.137	-.090	--	--	--
SATOUTCOME	-.523	.171	-.047	-.522	.177	-.044	1.163	.211	.098	.589	.146	.007	-.345	.179	-.033
SUPGOODEFF	-.091	.029	-.035	--	--	-.190	.034	-.068	.215	.024	.104	-.059	.029	.029	-.025
SUPERFFDK	--	--	--	.088	.036	.022	-.135	.044	-.033	.253	.030	.083	-.086	.037	-.024
Intercultural Knowledge and Training															
COMPETENT	-.049	.022	-.060	--	--	--	--	--	--	.349	.018	.542	-.122	.023	-.162
KNOWRACISM	-.099	.016	-.096	-.162	.017	-.150	--	--	--	--	--	--	-.133	.017	-.140
CULTAWTR	-.307	.142	-.120	.123	.145	.045	-.514	.175	-.189	.469	.121	.231	--	.148	-.618
RACEETHTR	.401	.142	.134	--	--	--	1.153	.174	.362	-.310	.121	-.131	.454	.148	.164
COMP Aware	.093	.015	.233	.029	.015	.069	.143	.019	.338	-.146	.013	-.463	.111	.016	.302
KNOWAWARE	-.083	.019	-.132	-.081	.019	-.124	--	--	--	--	--	--	.153	.020	.264
COMPRETHTHR	.180	.021	.266	.252	.021	.355	--	--	--	.104	.018	.193	.086	.021	.137
KNOWRCETHTR	.180	.021	.266	.252	.021	.355	--	--	--	.104	.018	.193	.086	.021	.137
AWARFRND	.533	.126	.208	--	--	-.359	.155	.132	--	--	--	--	.785	.131	.331
RCETHFRND	-.793	.126	-.273	-.695	.127	-.227	.446	.155	.144	--	--	--	-.251	.131	-.093
Occupational Support															
SKILLS	.337	.010	.326	.562	.010	.516	.127	.012	.115	.088	.008	.107	.127	.010	.133
JOBINFO	.326	.012	.267	.168	.012	.131	.357	.014	.274	.162	.010	.167	.309	.012	.272
UNDERSTAND	.046	.008	.048	-.038	.008	-.038	.082	.010	.080	-.021	.007	-.028	.116	.008	.129

TABLE 2-E (cont.)
Regression Results – Native Americans

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
Organization															
NAVY	-.160	.029	-.051	--	--	--	-.193	.035	-.058	-.196	.024	-.079	.101	.030	.035
MARINES	.465	.031	.136	.368	.032	.102	.091	.039	.025	.180	.027	.067	.198	.033	.063
AIRFORCE	-.069	.031	-.020	.161	.031	.046	-.120	.037	-.034	.073	.026	.028	-.461	.031	-.150
CGUARD	.163	.047	.028	.421	.047	.067	.231	.057	.037	--	--	--	.210	.049	.038
Unit															
Demographics															
SUPSMRCE	-.563	.047	-.098	-.463	.048	-.076	-.886	.058	-.144	-.520	.040	-.114	-.193	.049	-.036
OWNRACE	-.076	.023	-.027	-.418	.023	-.142	.349	.028	.117	-.194	.020	-.087	-.173	.024	-.067
MINWORKERS	-.079	.026	-.023	--	--	--	--	--	--	.197	.022	.073	--	--	--
Personal Relationships															
CLOSEFRND	.740	.074	.116	.815	.075	.120	-.506	.092	-.074	--	--	--	.166	.077	.028
UNEASE	--	--	--	-.136	.011	-.104	.032	.014	.024	-.073	.009	-.073	.079	.012	-.068
PRESSURE	.180	.020	.079	.188	.020	.079	.083	.024	.034	.035	.017	.020	.158	.020	.075
Personal Characteristics															
FEMALE	.364	.030	.096	.214	.030	.053	.290	.037	.072	--	--	--	--	.061	.031
MARRIED	--	--	--	.227	.040	.083	-.320	.049	-.115	.072	.034	.035	-.111	.041	-.046
INTERRACE	-.131	.039	-.051	-.191	.040	-.071	--	--	--	-.163	.033	-.080	-.217	.041	-.091
SOMECOL	.174	.025	.068	-.071	.025	-.026	-.252	.031	-.092	-.270	.021	-.133	-.201	.026	-.085
COLDEG	-.183	.045	-.049	-.153	.046	-.040	-.204	.055	-.053	-.367	.038	-.127	-.368	.047	-.110
PAYGRAD2	.711	.034	.266	.466	.034	.165	.649	.041	.228	.625	.029	.295	.530	.035	.214
PAYGRAD3	1.017	.058	.189	.346	.059	.061	1.202	.072	.208	.625	.049	.146	1.248	.060	.250
PAYGRAD4	.807	.070	.122	.975	.068	.153	1.154	.083	.179	.752	.057	.157	.537	.070	.096
YEARS	-.084	.016	-.064	-.106	.017	-.077	-.287	.020	-.205	-.205	.014	-.197	-.108	.017	-.089
CONSTANT	.586	.113	1.273	.114											
R ²	.533														
SE	.876														
F	249														

B. Administrative Response/Commitment Evaluation

The results for the Administrative Response variables generally indicate that a greater degree of satisfaction with investigation processes (SATPROCESS) is associated with higher scores for the dependent variables. Similar to the results reported in Stewart (2000b), greater satisfaction with the outcome of an investigation (SATOUTCOME) is associated with lower values of the dependent variables. Overall, the relative explanatory power of SATPROCESS is greater than for SATOUTCOME. The principal exception to this pattern occurs for Blacks, where in the JOBSAT and WORKSAT regressions, the coefficients of SATPROCESS and SATOUTCOME are negative and positive, respectively.

The results for the Commitment Evaluation variables are more consistent for SUPGOODEFF than SUPEFFDK. With the exception of Native Americans, positive assessments of a supervisor's efforts to make honest and reasonable efforts to stop racial/ethnic harassment are strongly associated with higher values of all dependent variables.

C. Intercultural Knowledge and Training

As reported in Stewart (2000b), multi-collinearity problems preclude the assessment of the relative importance of individual variables. However, it is clear that for all racial/ethnic groups, participation in intercultural knowledge and training activities is strongly associated with most of the dependent variables. The associations are weakest for Whites.

D. Other Parameters

The pattern of coefficients of the Occupational Support variables is generally similar for all groups, except for UNDERSTAND where the pattern diverges both within and between groups. There is no systematic pattern across Services. Each of the Unit Demographic variables exhibits a distinct pattern. The coefficients of SUPSMRCE are generally negative, but the relationship to the dependent variables is weak. The coefficients of OWNRRACE are mixed for all groups, with more negative coefficients than positive. Interestingly, working in an environment with a high proportion of minority workers is generally associated with lower levels of satisfaction or has no significant association, except for Asian Americans. The Personal Relationship variables also manifest different patterns. The results for CLOSEFRND are mixed, with the most consistent pattern occurring for SATCOWORK, where having a close friend who is a member of another race is uniformly associated with higher values of the dependent variables, except for Native Americans. The effect of being uneasy around members of another racial/ethnic group (UNEASE) on the dependent variables is almost always negative effect except for Hispanics. Similarly, greater pressure to associate with members of one's own race generally has a negative effect on the dependent variables, except for Hispanics and Native Americans.

Within the Personal Characteristics construct, the more interesting results were obtained for the gender and marital status indicators. For Whites, Blacks, and Asian Americans the coefficient of FEMALE is negative in at least four of the five regressions. Different patterns occur for Hispanics and Native Americans. Native American women generally express higher

levels of satisfaction than their male counterparts. Being married (MARRIED) improves satisfaction on all measures for Blacks and Asian Americans, while the results are mixed for the other racial/ethnic groups. Hispanics and Native Americans in interracial marriages (INTERRACE) consistently express lower satisfaction levels while the results are mixed for the other groups.

The pattern of coefficients for the variables indicating level of education (SOMECL, COLDEG), rank (PAYGRAD2, PAYGRAD3, PAYGRAD4), and years in the military (YEARS) are generally similar for all racial/ethnic groups.

Discussion and Implications

The results obtained in this analysis generally confirm the findings reported in Stewart (2000b). However, the separate analysis of responses for the various racial/ethnic groups has generated some information that can be useful in enhancing the efforts to develop new strategies to promote the DoD's vision of equal opportunity (Department of Defense, 1998).

As indicated in Stewart (2000b) there is a need to provide greater encouragement to members to report incidents. The potentially negative effects of incidents on satisfaction are moderated significantly if individuals are not satisfied with the investigative procedures. The findings suggest the usefulness of developing mechanisms to collect more detailed information about complaint processing and resolution procedures.

The results of this study underscore the need to focus attention on both DoD and non-DoD related incidents and scrutinize EO relations in the local community to minimize negative spillovers between work activities and personal lives that adversely affect job performance.

The findings of this study reiterate the conclusions reported in Stewart (2000b) that unease in dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group can generate negative outcomes that are difficult to ameliorate through training targeted at all personnel. There may be a need to reexamine existing training designs. Although the ability to draw specific conclusions regarding training was constrained, there appears to be value in exploring the possibility of developing a set of culture-specific training modules that complement existing approaches in which members of all groups receive the same training content with respect to cultural awareness training and race/ethnic relations.

Finally, the importance of adequately training supervisors to manage culturally diverse units, reported in Stewart (2000b), is reaffirmed by the findings in this study. Working for a supervisor who makes honest and reasonable efforts to stop racial/ethnic harassment and discrimination is one of the most important factors, among the various EO climate-related influences, contributing positively to satisfaction with military life.

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APPENDIX – VARIABLE NAMES AND DEFINITIONS

VARIABLE	DEFINITION
DEPENDENT	
JOBSAT	Overall satisfaction with job (1 – 5)
WORKSAT	Satisfaction with kind of work (1 – 5)
SATPROM	Satisfaction with opportunities for promotion (1 – 5)
SATCOWORK	Satisfaction with relationships with co-workers (1 – 5)
GETASSIGN	Degree of agreement with the statement "I will get the assignments I need to be competitive for promotions" (1 – 5)
INDEPENDENT	
JOBOFF	Dummy Variable: Value =1 if respondent reported having a racial incident involving assignments/career, evaluation, punishment, or training/test scores during the past year, 0 otherwise
OFFDOD	Dummy Variable: Value =1 if respondent had an offensive racial encounter with DoD personnel during the past year, 0 otherwise
THDOD	Dummy Variable: Value =1 if respondent had a racial incident involving threats, vandalism, or assault involving DoD personnel during the past year, 0 otherwise
MEMFAM	Dummy Variable: Value =1 if respondent experienced (or their families) a racial incident of various kinds during the past year, 0 otherwise
MEMCOM	Dummy Variable: Value =1 if respondent reported having a racial incident involving civilian personnel in the community during the past year, 0 otherwise
INCLASTYR	Dummy Variable: Value =1 if respondent provided information about a particularly troublesome racial incident of any kind experienced during the past year (or their families), 0 otherwise
REPMSTBTH	Dummy Variable: Value =1 if INCLASTYR =1 & respondent formally reported the incident through military or civilian channels, 0 otherwise
SATPROCESS	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the complaint process, 0 otherwise
SATOUTCOME	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the outcome, 0 otherwise
SUPGOODEFF	Dummy Variable: Value =1 if respondent reported that his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise
SUPEFFDK	Dummy Variable: Value =1 if respondent reported that he/she did not know if his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise
COMPETENT	Extent to which respondent reported feeling competent interacting with persons belonging to different racial groups (1 – 5)
KNOWRACISM	Extent to which respondent reported knowing and understanding racist words, symbols, and actions
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial group, 0 otherwise
CULTAWTR	Dummy Variable: Value =1 if respondent reported having received cross-cultural awareness training during the last year, 0 otherwise
RACETHTR	Dummy Variable: Value =1 if respondent reported having training on race/ethnic topics during the last year, 0 otherwise
COMPaware	COMPETENT x CULTAWTR (0 – 5)
KNOWaware	KNOWRACISM x CULTAWTR (0 – 5)
COMPRCETHTR	COMPETENT x RACETHTR (0 – 5)
KNOWRCETHTR	KNOWRACISM x RACETHTR (0 – 5)
AWARFRND	CULTAWTR x CLOSEFRND (0 – 1)
RCETHFRND	RACETHTR x CLOSEFRND (0 – 1)

APPENDIX – VARIABLE NAMES AND DEFINITIONS (cont.)

VARIABLE	DEFINITION
INDEPENDENT	
SKILLS	Respondent's perception of extent to which work makes use of skills (1-5)
JOBINFO	Respondent's perception of extent to which information necessary to do job is provided (1-5)
UNDERSTAND	Perception of extent to which supervisor indicates when she/he does not understand what the respondent says (1-5)
NAVY	Dummy Variable: Value =1 if respondent is in the Navy, 0 otherwise
MARINES	Dummy Variable: Value =1 if respondent is in the Marines, 0 otherwise
AIRFORCE	Dummy Variable: Value =1 if respondent is in the Air Force, 0 otherwise
CGUARD	Dummy Variable: Value =1 if respondent is in the Coast Guard, 0 otherwise
SUPSMRCE	Dummy Variable: Value =1 if respondent and supervisor belong to different racial groups, 0 otherwise
OWNRACE	Dummy Variable: Value =1 if respondent reported working in a setting where members of their racial group is uncommon, 0 otherwise
MINWORKERS	Dummy Variable: Value =1 if respondent reported working in a setting where members of minority group are uncommon, 0 otherwise
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial group, 0 otherwise
UNEASE	Extent to which respondent reported being uneasy being around persons belonging to different racial groups (1 – 5)
PRESSURE	Extent to which respondent reported feeling pressure not to socialize with members of other racial groups (1 – 5)
FEMALE	Dummy Variable: Value =1 if respondent is female, 0 otherwise
MARRIED	Dummy Variable: Value =1 if respondent is married, 0 otherwise
INTERRACE	Dummy Variable: Value =1 if respondent is married and spouse has a different racial classification, 0 otherwise
SOMECOL	Dummy Variable: Value =1 if respondent has some college education, 0 otherwise
COLDEG	Dummy Variable: Value =1 if respondent has a college degree, 0 otherwise
PAYGRAD2	Dummy Variable: Value =1 if respondent's paygrade is E5-E9, 0 otherwise
PAYGRAD3	Dummy Variable: Value =1 if respondent's paygrade is WO1-WO5 or O1-O3, 0 otherwise
PAYGRAD4	Dummy Variable: Value =1 if respondent's paygrade is O4-O6, 0 otherwise
YEARS	Coded value indicating years of service (1 – 4)